

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Poston Junior High School

Mesa Unified District
2433 E. Adobe, Mesa, AZ 85213-6899

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Ms. Catherine A. Pletchette

Schedule: 7:30 AM to 4:30 PM

Web Address: www.mesa.k12.az.us/~poston/

E-mail: Unpublished or Unavailable

Grades: 7-9

2002 Enrollment: 1456

Phone: (480) 472-2100

Fax: (480) 472-2107

▼ School Overview ▼

Mission

The mission of Poston Junior High School's staff is to work with parents to help each student acquire the attitudes and academic, creative, personal, physical and technological skills necessary to contribute and adapt within a constantly changing global society.

Organization and Philosophy

- w Traditional, Comprehensive
- w Neighborhood School
- w Departmentalized Classrooms
- w Shared Decision Making

School/Academic Goals

- w To improve each student's reading, writing and mathematics performance.
- w To increase proficiency in using technology as a learning tool.
- w To increase each student's critical thinking and reasoning skills.
- w To help each student utilize study skills to achieve his/her personal academic best.

Instructional Programs

- w Writing/Reading/Math Across Curriculums
- w Academic Readiness Emphasis
- w On-site Special Education
- w Gifted/Accelerated Programs
- w Fine/Practical Arts Programs
- w Career Preparation Partnerships
- w Integrated Technology
- w Service Learning Options

Enrollment

October 1, 2001 School Year Student Enrollment:	1388
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	205

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

3 School Administrator(s)
 1 Non-certified Employee(s)
 7 Teacher(s)
 8 Parent(s)
 0 Community Member(s)
 6 Student(s)

Council Duties

w Academic Success
 w School/Community Relations
 w Student Issues
 w School Safety Issues
 w Behavior Management
 w Extracurricular Activities

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.50	Teacher	62.00
Other Professional Staff	6.50	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	7	2	0	0
10 or more years	3	33	0	3

▽ Shared Responsibilities ▽

School

Maintain high academic and behavior standards. Maximize each student's learning through effective teaching methods. Effectively teach and enhance established curriculum. Assist students in transitioning in and out. Assure a safe, clean and orderly campus. Discipline with dignity. Maintain open lines of communication with students, parents and community. Promote professional growth for staff. Maintain responsible use of the facility. Budget monies and resources appropriately.

Parents

Provide proper clothing, nourishment and emotional support for students. Reinforce responsibility for high academic and behavior standards. Model and encourage positive attitudes toward education and respect for school community. Ensure students attend regularly, and arrive and complete homework on time. Provide time and location for quiet study. Encourage participation in school activities. Maintain constructive communication with, and positive support for, school staff.

▽ Transportation Policy ▽

Busing is provided for all students living more than one and one-half miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation is available for special education students and is addressed in the IEP.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/15/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/21/02	12/20/02	3/10/03	5/30/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Flexible-use Auditorium/Lecture Rooms	W Networked Technology/Computer Labs
W Fine/Practical Arts Productivity Labs	W Gym/Swimming Pool/Sports Fields/Wt. Room

Extracurricular Activities

W National Junior Honor Society	W Fine Arts Performing Groups
W Athletics for All Grades	W Student Government/Varied Clubs
W Field Trips	W Service Learning Opportunities
W Academic Challenge Teams	W Cheerleading

School/Community Resources

W Breakfast/Lunch Programs	W Youth Sports/Recreation Programs/Pool
W On-campus Tutoring	W Community Classes
W Job Placement Services	W Substance Abuse Prevention
W School Resource Officer	W Health Services

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W Poston has placed a strong emphasis on campus respect and safety. Students, teachers, counselors and staff implement programs in peer mediation, conflict resolution, anti-bullying, our Peace and Safety Contract, support groups and other efforts.</p> | <p>W Poston achieved the high standards that were set in the areas of reading, writing and mathematics. Teachers school-wide developed and implemented 3 Rs instructional strategies to raise student achievement in these and other areas.</p> |
| <p>W Poston reinforced students' academic readiness through implementation of the PAR (Poston Academic Readiness) program. Statistics show improved performance in arriving to class on time, with materials, and with homework completed.</p> | <p>W Poston students were among the highest scorers in the East Valley on the Stanford 9 Achievement Test administered in the spring of 2002.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	19.1 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	3.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	2.6 %			9.5 %
Status Unknown ⁹	2.4 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
State Music and District Art Awards	2002
State and District Writing Awards	2002
Silver Apple Award-Winning Teacher	2001
Sports Championships	2002

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	427	523	13%	12%	47%	28%
	State	57484	504	24%	20%	40%	16%
Writing	School	412	511	5%	32%	61%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	437	488	16%	41%	27%	16%
	State	57734	459	39%	40%	14%	7%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
7	Reading	92	69	52	97	70	53	97	69	52	92	64	53	92	71	55
	Language	97	72	52	96	72	54	95	69	54	92	66	55	90	76	58
	Mathematics	90	79	53	95	80	55	98	79	56	92	73	58	92	82	60
8	Reading	90	69	54	92	69	54	93	66	53	93	69	55	87	71	56
	Language	93	67	46	93	62	49	92	65	49	93	67	50	86	71	52
	Mathematics	90	73	52	92	73	54	94	76	56	95	79	58	89	81	59
9	Reading	87	65	44	93	58	43	94	59	43	93	63	43	91	62	43
	Language	91	66	39	95	60	39	91	60	40	92	65	41	91	67	42
	Mathematics	91	83	57	95	78	57	95	77	59	92	83	61	91	87	62

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 6-7	71	86
Grades 7-8	79	91
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	*Less than 10 students matched	**No information available
		***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Poston Junior High is committed to ensuring a safe and orderly climate for learning. We have an active program of prevention/enforcement through school, police & probation officials. Clear/concise student behavior rules/ expectations are set & aggressively, fairly & consistently enforced. We implement programs that focus on respect for others. Our Safety Committee meets monthly and conducts safety checks. Our Crisis Intervention Team has developed procedures to deal with emergency preparedness.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

30

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,041	\$4,405,380
Classroom Supplies	\$33	\$47,317
Administration	\$405	\$586,148
Support Services-Students	\$344	\$498,932
Other Support Services and Operations	\$649	\$940,794
Total Expenditures- All Categories 2000-2001	\$4,472	\$6,478,571

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Catherine Pletchette	(480) 472-2130	
Transportation Policy	Community Relations	(480) 472-0223	
Community Resources	Charles W. Cooper	(480) 472-2170	
School Nutrition Programs	A. Pohlo/R. Profita	(480) 472-2070	
Parent Organization	Pat Urdialez	(480) 472-2130	
Student Health/Nurse	Merrilee Powell	(480) 472-2052	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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